



# **AIDS PREVENTION PROGRAM FOR YOUTH**

**INFORMATION FOR TEACHERS/LEADERS**



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**American  
Red Cross**



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## **Acknowledgments**

The American Red Cross AIDS Prevention Program for Youth is a comprehensive school and family program involving students, teachers, and parents. The goal of the program is to provide junior and senior high school youth with the information and support they need to choose behaviors that reduce their risk of coming into contact with the AIDS virus.

The AIDS Prevention Program for Youth consists of—

- A 29-minute video entitled *A Letter From Brian*.
- A student's workbook.
- A teacher's/leader's guide.
- A brochure for parents.

The program was developed for the American Red Cross by its Orange County Chapter, Santa Ana, California. The project coordinator was Patrick F. Baker, director, Health and Safety Services. Educational consultants for the written materials were Beverly Bradley, Ph.D., R.N.; Ric Loya, M.S.; and Laura Van Dellen, M.S.

Additional materials and information about AIDS and about other health and safety programs are available through your local American Red Cross chapter.

## **Position on Adolescent Sexuality Education**

The American Red Cross supports the following principles:

1. For a variety of health, social, and economic reasons, saying NO to sexual activity is highly recommended behavior for all young single teenagers.
2. Education regarding sexuality should be provided within the family, with schools and community organizations supplementing parental education while encouraging parent-child communication. Instruction should be provided for parents and teenagers.
3. Adolescent sexuality education should be based on positive values that rest on religious, ethical, legal, and moral foundations.



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# A LETTER TO THE TEACHER/LEADER

Dear Teacher/Leader:

You have the important job of teaching about AIDS. It isn't as difficult as it may seem. You don't need an advanced degree in biology, virology, immunology, epidemiology, or even psychology to learn about AIDS and share the knowledge with your students.

All that any of us needs to know about AIDS are the facts: how the virus that causes the disease is spread and how to avoid coming into contact with the virus.

Simply put, the AIDS virus is spread in four ways:

- Sexual contact with an infected person involving exchange of body fluids (semen, blood, vaginal secretions)
- Sharing of contaminated needles by intravenous drug users
- Transfusions of contaminated blood or blood products
- Transmission from infected mother to infant during pregnancy or at birth

The ways that the AIDS virus does not spread are equally well known. The AIDS virus is not spread by water or by air. It is not spread by casual contact. Specifically, the AIDS virus is not spread by—

- Holding hands, hugging, social kissing.
- Sneezing, coughing, or spitting.
- Using toilets, sinks, bathtubs, doorknobs, or swimming pools.
- Sharing food or using dishes or utensils.
- Mosquito or other insect bites.

The risk of getting AIDS from a blood transfusion was always low, and now, with the combination of donor screening and the testing of every blood donation for the antibody to the AIDS virus, the risk is even less. There has **never** been any risk of getting AIDS by being a blood donor.

The message of this AIDS prevention program is **abstinence**: The best way for teenagers to avoid AIDS is to say NO to sex and to drugs. Specifically, you can advise your students to—



- Postpone sexual activity until they establish a mutually faithful, monogamous relationship with an uninfected partner. (Major religions advocate that sex should not take place outside of marriage.)
- Not use illegal drugs.

Your students may ask for local sources of information about the disease, about testing for the AIDS virus, and about counseling for persons with the disease. Your local chapter of the American Red Cross, other community agencies, or state or local health departments may be able to provide you with additional resources that can help answer these requests.

Or, you can call the National AIDS Hotline: 1-800-342-AIDS. Also, your community may have a hotline run by the American Red Cross or other community agencies.

You can contact your local or state health department for information about laws in your state regarding confidentiality of AIDS test results.

The brochure for parents that accompanies this program is designed to help parents understand the facts about AIDS and feel more comfortable talking about AIDS with their children. Encourage your students to talk about AIDS at home so their parents will have the opportunity to incorporate family values, expectations, and religious principles into the students' decision-making process.

You can suggest to parents that they contact their local chapter of the American Red Cross to possibly obtain or borrow a videocassette of *A Letter From Brian*, the film that accompanies this program, to view at home and to discuss with their children.

The American Red Cross AIDS Prevention Program for Youth is aimed at students of junior and senior high school age—an age when some begin to experiment with sex and drugs. The challenge of teaching about AIDS, therefore, is to help students focus on the behaviors that put them at risk of coming into contact with the AIDS virus. The goal is to help them make good decisions about their own behavior as it relates to sexual activity, drug use, and compassionate treatment of persons with AIDS. This teacher's/leader's guide is designed to support you in that endeavor.

# PREPARING FOR THE INSTRUCTIONAL UNIT

The video presentation and the student's booklet can be used in a variety of ways. The student's booklet can be used before or after viewing the entire videocassette. Another option is to alternate showing short segments of the video with having the students read portions of the booklet. This allows for frequent interaction and a variety of ways for students to process information: reading, listening, viewing, and writing.

The time frame for this program will be determined by how you choose to conduct the course, that is, the number of activities you have your students complete and whether you do everything in the classroom or assign some things as homework.

Following is a suggested sequence for the program:

- Students begin to read their booklets and continue up to the Self-Test on page 7.
- Students complete the Self-Test.
- Teacher/leader conducts a discussion about the answers to the Self-Test.
- Students view *A Letter From Brian* up to the conclusion of the narrator's first segment, which ends with "AIDS is everyone's concern."
- Students continue reading up to the beginning of the discussion on condoms on page 17.
- Teacher/leader conducts a discussion as suggested on page 24 of the teacher's/leader's guide.
- Students view *A Letter From Brian* from the stopping point until the end of Surgeon General Koop's appearance.
- Students resume reading up to "Are There Some Ways I Can Try to Apply What I've Learned?" on page 25.
- Students view the remainder of the video.
- Teacher/leader conducts a discussion and/or students complete the activities suggested on page 25 of their booklets.

The activity on page 48 of this guide, "Giving Advice About AIDS," could be used to create interest and also to test the student's prior knowledge. Repeating the activity at the end of the program would measure changes in knowledge and attitudes among the students. The Self-Test on page 11 of this guide is a simpler objective test to be used before and after instruction.

When preparing to conduct a class about AIDS, it may help you to visualize a classroom in which some students may—

- Be infected with the AIDS virus.
- Have a family member with AIDS.
- Have a family member who uses illegal intravenous (IV) drugs.
- Abstain from sexual activity.
- Be sexually active.
- Use illegal IV drugs.
- Have an alternative lifestyle.

If you prepare by visualizing a class made up of such students, you will be more likely to provide a learning environment that is supportive of **all** the students while presenting accurate information that is free of bias.



# INTRODUCTION

You've heard about the American Red Cross. You hear about the American Red Cross on radio or television and read about the organization in the newspaper whenever there is a major emergency—flood, earthquake, airplane crash, or tornado. When you think about the American Red Cross you may think of lifesaving, first aid, and blood transfusions. All of these things involve emergencies.

The AIDS epidemic is a national and worldwide public health emergency. The Red Cross is well prepared to respond to emergencies and is responding to this one by—

- Providing **you** with correct and up-to-date information about AIDS.
- Combating rumors and false ideas about AIDS that cause unnecessary fears.
- Asking you to know, understand, and do the things **you can do** to avoid getting the disease or giving the disease to someone else.

The booklet you are reading and the video you will see is just one part of a major effort by the American Red Cross to deal with this emergency. There are a variety of other materials available for use in schools, churches, and the workplace. There are knowledgeable volunteers and staff members at many chapters of the American Red Cross who will speak to groups, answer questions, and provide information about sources of medical care or counseling related to AIDS.

# **INFORMATION FOR STUDENTS ABOUT AIDS**

## ***What? A book and a video about AIDS?***

You'd better believe it! There is too much new information about AIDS for you to stop reading about such an important topic and to look at outdated films. We want this booklet and video to get **you** to do something about the AIDS problem. And that's why the American Red Cross is here!

## ***So what's the problem?***

Our nation is now faced with a serious health crisis. If the present rate continues, by the end of the decade more Americans will have died from AIDS since it was first diagnosed in 1981 than were lost in the Vietnam War. The Centers for Disease Control now estimates that by 1991, 320,000 people in this country will have developed AIDS and a great many of these people will have died.

## ***What can be done about it?***

AIDS cannot be cured at this time, but we **can** help stop the spread of the virus that causes AIDS.

## ***How can that be done?***

Education and behavior based on knowledge are our best weapons. Imagine, just learning about the disease and taking action can help people avoid the disease.

## ***But that's other people, not me.***

Hey, it's time for you to get to work. That's right, we mean work. You cannot stop AIDS by just watching a tape and reading a booklet. It will take more. You have to understand what you can do to avoid getting infected by the AIDS virus.

## ***Wait a second. Are you talking to me?***

Yes, **you**. After all, you're taking time to read this booklet, and that's a step in the right direction. We wish more people would take the time to learn the facts instead of believing rumors. The disease will not go away by itself. We want you to learn how AIDS is spread and what you can do to protect yourself and others.

## ***Enough of the soapbox stuff. How do I get involved?***

Read this booklet carefully. Your life may depend on what you learn and what you do to prevent infection with the AIDS virus. Do not skim this booklet and misquote it to friends and relatives. Know, “feel,” and use the information. You can have accurate information—not rumors or misconceptions.

## ***I’m ready to start.***

Okay, let’s get to work as a team and start helping to stop AIDS right now on \_\_\_\_\_ at \_\_\_\_\_.  
(Write the date and time in the spaces.) That is when you started working with us—the Red Cross, your teachers, your friends, and your family—as a team to battle AIDS.

Encourage the students to write in the date and time to make their involvement more personal. If the booklet must be used by more than one student, a card that reflects a similar commitment could be developed as follows:

On \_\_\_\_\_ at \_\_\_\_\_, \_\_\_\_\_ began obtaining accurate information about how to prevent the spread of AIDS. After reviewing the information, \_\_\_\_\_ decided to:

The cards could be collected after the students fill in the date, the time, and their name. At the

conclusion of the instructional unit, the cards could be returned to the students so they can finish filling them in. In this way, the decisions the students make are completely confidential. Some written decisions that could be suggested by you are—

- Abstain from sexual activity and illegal drug use.
- Continue to seek accurate information about AIDS.
- Share accurate information with friends and family.
- Be supportive of persons with AIDS and their families.

- Be supportive of schoolmates who have been infected with the AIDS virus.
- Spread facts, not fear, about AIDS.
- Avoid high-risk behaviors.
- Make an appointment with a physician.
- Seek professional assistance to stop drug abuse.
- Be tested for the antibody to the AIDS virus if involved in high-risk behaviors.

### ***I am ready!***

We want you to know the facts so you do not get infected with the AIDS virus. Then you can tell your friends and family so they can learn to avoid the AIDS virus. After reading this booklet and completing the tasks inside you should be able to—

- Describe the cause of AIDS.
- List the symptoms of AIDS.
- Describe how the disease is spread and not spread.
- Explain how AIDS can be prevented.
- Decide what you will do to keep from being infected with the AIDS virus.

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Your challenge is to help the students focus on the behaviors that put them at risk of coming into contact with the AIDS virus. The goal of teaching about this disease is to enable the students to make

positive choices about their own behavior related to sexual activity, drug abuse, and compassionate treatment of persons with the disease.

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### ***I know that stuff!***

Let's see what you already know. Maybe you already know a lot about AIDS.



# AN AIDS SELF-TEST

**(Circle *True* or *False*)**

True	False	1. AIDS is caused by a virus.
True	False	2. AIDS stands for acquired immune deficiency syndrome.
True	False	3. AIDS is a condition that affects only gays (homosexuals).
True	False	4. The signs of AIDS are different from those of any other disease.
True	False	5. Drug users who share needles can spread the AIDS virus.
True	False	6. AIDS is spread by dirty toilet seats.
True	False	7. Vaginal intercourse is a way of getting AIDS.
True	False	8. There is a blood test to detect infection with the AIDS virus.
True	False	9. Having many sex partners will increase the chance of getting AIDS.
True	False	10. Condoms (rubbers) can help prevent the spread of AIDS.

### ***How did I do?***

The answers are: 1 = true, 2 = true, 3 = false, 4 = false, 5 = true, 6 = false, 7 = true, 8 = true, 9 = true, 10 = true.

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The question students are most likely to miss is number 8. Review the information in the section "Is There a Test for AIDS?" on page 27 of this guide to be prepared to answer questions.

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Consider showing the video *A Letter From Brian* after interest has been raised by the self-test questions.

If you got them all right, what can we say? Congratulations! But work through this booklet anyway and you will learn even more. You may be able to help others with what you learn.

If you missed even one, you are missing some important information about AIDS—information that could be a matter of life and death for you and others. Let's correct some common rumors and misconceptions about AIDS and set the record straight!

# **WHAT IS AIDS?**

AIDS stands for acquired immune deficiency syndrome. AIDS is caused by a virus. Recently experts decided the virus should be called HIV,\* which stands for human immunodeficiency virus. Viruses must be inside living cells to live and reproduce. They are the smallest of the disease-producing germs. The AIDS virus interferes with the body's ability to fight off infection, including some life-threatening infections. Infection with the AIDS virus can result in AIDS-related complex (ARC) or the disease AIDS.

## ***Wait a second. Who or what is AIDS-related complex?***

Things do get confusing when you read about AIDS because there is also a condition called AIDS-related complex (ARC). ARC is a condition caused by the same virus, but the symptoms are usually not as severe as with AIDS. Some of the people with ARC may go on to develop symptoms of AIDS, and some may become seriously ill, and some may die.

*\*The virus has been called HTLV-III, LAV, ARV, and HIV. However, throughout this booklet the virus will be called the AIDS virus.*

# **HOW DO YOU KNOW IF SOMEONE HAS AIDS?**

Once infected with the AIDS virus, some people don't appear to be sick at all. Other people might have any of the following symptoms, which are also the symptoms of other illnesses:

- High fevers, especially late at night
- Weight loss without being on a diet
- Swollen glands
- Tiredness
- Diarrhea that lasts several weeks or longer
- Purplish spots on the skin

## ***I have had five of the six symptoms!***

Don't start worrying! Almost all of us have had those symptoms with a cold, flu, mumps, or food poisoning. Don't jump to conclusions. When a doctor cannot explain the cause of these signs **over a period of time**, and when risk factors are present, AIDS is a possibility.

## ***What else happens to someone with AIDS?***

An individual infected with the AIDS virus often develops "opportunistic infections." Opportunistic infections take advantage of the body's weakened condition. An example of such an opportunistic infection is *Pneumocystis carinii* pneumonia, which is a rare lung infection. Kaposi's sarcoma, which is a rare form of cancer, is another complication of the AIDS virus infection. A number of other infections, forms of cancer, and brain damage are what cause AIDS to be such a serious disease.

# WHO GETS AIDS?

When the disease was first identified, it was found primarily among members of certain groups. This led to the impression that merely belonging to these groups meant you would be likely to get the disease AIDS.

Later it became obvious that the persons who were most likely to be infected with the AIDS virus were those who were involved in high-risk behaviors. It was the behavior rather than the group itself that spread the AIDS virus.

## ***What are the "high-risk" behaviors?***

The people in the United States who are ill with or have died of AIDS are listed below. Membership in a group, such as gay (homosexual) males, does not mean you have or will get AIDS. Specific behavior is the way the AIDS virus is spread from one individual to another. Those specific behaviors are called high-risk behaviors. (We'll discuss high-risk behaviors later.)

## ***Who has AIDS now?***

Hope you like percentages. Of people in the United States who are ill with, or have died of, AIDS—

- 66% are or were gay (homosexual) males and bisexual males who had sex with another man.
- 16% are or were intravenous drug abusers.
- 8% are or were gay or bisexual males who were also intravenous drug abusers.
- 4% are or were heterosexual males and females.
- 2% are or were persons who have had transfusions of blood or blood products.
- 1% are or were persons with hemophilia who received blood-clotting factors.
- 1% are or were infants born to mothers infected with the AIDS virus.

Since some of your students may not understand percentages, it may be appropriate to explain that of 100 persons with AIDS, 66 were homosexual males, etc. Conversion to ratios (1:100, 2:100) or to circle graphs may be useful.

Remember, even though the above percentages are categorized by groups, it is the behavior, not just membership in a particular group, that puts a person at risk of contracting the AIDS virus.

## ***That does not add up to 100%***

You are so right. Approximately 2% of people with AIDS died before they could be questioned about their lifestyles or were unable to be interviewed.

# ***HOW DO PEOPLE GET AIDS?***

## ***How exactly does the AIDS virus leave one body and enter the body of another person?***

The AIDS virus is spread by—

- Sexual contact involving the exchange of three body fluids: semen, blood, and vaginal secretions.
- Sharing needles used to shoot intravenous (IV) drugs.
- Transfusions of contaminated blood and blood products.
- Transmission from infected mothers to their infants during pregnancy or at birth.

## ***Can I get AIDS from a blood transfusion?***

The chance of getting AIDS through a blood transfusion is very small. This problem has been greatly reduced by—

- Screening out donors (since 1983) who may be at risk of getting AIDS.
- Testing all blood donations in the United States (since 1985) with the AIDS virus antibody test.

## ***Can I get AIDS by donating blood?***

No! There is no risk of getting AIDS by being a blood donor and there never has been any risk. All the equipment used is new, sterile, used only once, and discarded after it is used.

## ***Can I get AIDS from another person's tears or sweat?***

None of the known ways of getting infected with the AIDS virus includes tears or sweat. Think about that. There have been no known cases of infection with the AIDS virus from those body fluids. The only body fluids that are known to infect another person are blood, semen, and vaginal secretions. (Vaginal secretions are fluids that make the vagina moist or lubricated.)

## ***So crying about AIDS is not going to spread the disease?***

We need less crying and more preventive action. We cannot afford to sit around, mope, complain, and spread rumors.

### ***And, no sweat?***

Don't be afraid of catching AIDS because you happen to be near a sweaty body in the gym, on a crowded bus, or at work.

And when it comes to sweat—a good workout is healthy for you. A healthy body is more resistant to many diseases.

### ***You haven't mentioned saliva.***

Oh yes, saliva. That brings up the subject of kissing, especially French kissing, or “deep” kissing. While it is true that the virus has been found in saliva, no cases of infection with the AIDS virus are known to have occurred that way. The only body fluids that are known to infect another person are semen, blood, and vaginal secretions.

If both kissers have open sores or cuts in the mouth, it is possible for one to infect the other with various germs. However, passing the AIDS virus this way has not been reported. This is considered a remote possibility, but not a probability for passing the AIDS virus. There are no reported cases of family members becoming infected by kissing, hugging, and sharing eating utensils when caring for persons with AIDS.

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In the film, Surgeon General Koop answers a question about kissing and the AIDS virus. Have the students write what they thought he said. Then play that portion of the film and compare **what he did say** to **what they thought he said**. This could serve as an example of how rumors, myths (misconceptions), or false beliefs originate.

The credentials and qualifications of persons giving information about AIDS and other criteria that can be used to evaluate sources of information can be discussed with the students. Some of those criteria could be—

- Educational and professional background (e.g., medical doctor, epidemiologist, scientist, political scientist, engineer, attorney).
- Method used to obtain information (e.g., scientific method, interview, opinion poll, scientific journal).
- Organization the person represents (e.g., American Medical Association, American Red Cross, Centers for Disease Control, private enterprise).

- Official role (e.g., Surgeon General of the United States, Public Health officer, President of the United States, member of a legislative body, person running for an elected office).
- Financial interest in a business that could profit or not profit by policies related to AIDS (insurance company, health maintenance organization, condom manufacturer, publisher, author).

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***I've heard lots of rumors about how people get AIDS.***

The AIDS virus is not spread by—

- Holding hands, hugging, social kissing, or dancing.
- Sneezing, coughing, or spitting.
- Using toilets, sinks, bathtubs, doorknobs, or swimming pools.
- Dishes, forks, knives, spoons, or food itself.
- Mosquito or other insect bites.
- Reading and learning about the disease! Some people think learning about the disease makes you do the things that may put you at risk of getting AIDS. That's the worst rumor of all.

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The information about how the AIDS virus is and is not spread can be related to the situations of Beth and Scott in the video. Some questions for discussion are—

- |   |   |
|---|---|
| ● Why did Beth react as she did to the letter from Brian?   | ● Why did Scott react as he did when Beth told him about Brian?   |
| ● From what we know of her relationship with Brian, is it possible that Beth has been infected? Is it probable? | ● From what we know of Scott, is it possible that Scott has been exposed to the AIDS virus? Is it probable? |
| ● What do you think Beth believes (or knows) about how the AIDS virus is transmitted?                           | ● What do you think Scott's beliefs are about how the AIDS virus is transmitted?                            |
|   | ● How would you feel if you were Beth? Scott?   |
|   | ● What myths about AIDS could create more fear for Beth and Scott?  |
-



# HOW CAN AIDS BE PREVENTED?

By choosing certain behaviors, you can protect yourself from any sexually transmitted disease (STD) and from AIDS in particular. The behaviors you can choose that will help protect you include—

- **Abstaining from or postponing** sexual activity.
- Being faithful to a long-term mutually monogamous sexual partner who is not infected with the AIDS virus. (Remember, major religions advocate that sex should not take place outside of marriage.)
- Avoiding specific high-risk sexual practices.
- Using protection during sexual activity.
- Abstaining from illegal drug use.

## ***Are there any choices or methods of protection that never fail?***

Yes, the best and safest way for teenagers to protect themselves against AIDS is to **abstain from sex**. Many people use this method and it works. Lots of young people are saying NO to illegal drugs and alcohol. People have the right to say NO to sexual activities. You do not have to buy a NO—it is free. Major religions support waiting until marriage to have sexual intercourse. Your friends, family, and other adults who are important to you admire courage, don't they? It takes courage to say NO in some situations.

## ***Say what?***

Say NO! Do you ever think about all those lines both males and females use to get sexual favors? For example:

- “You would if you loved me.”
- “Prove you're a woman.”
- “Prove you're a real man.”
- “What's wrong with you?”

You have the right to say NO and the right to not feel guilty. You can say, “If I have to prove I love you, then it isn't really love.” Or you could say, “I want to wait until I'm married,” or “I'm not ready to get that involved,” or “I like both of us too much to have sex with you now.”

### ***Do you mean abstain from sex forever?***

No, not forever. Each time a person says NO to sex, the person can be just postponing sex rather than making a lifelong decision. When you have chosen a faithful lifetime sexual partner who is not infected with the AIDS virus, sexual activity can be totally safe from the threat of AIDS.

### ***Time for a commercial break!***

Okay, write down five of the best lines you've heard that are used to pressure someone into having sex. Then write "NO" responses that show respect for the person saying NO and also for the person asking the question. No insults! The "NO" answers that are best are those that show courage (are not wishy-washy) and are not apologetic or filled with guilt.

For example, "I'm really sorry I gave you the impression I wanted to do it. I hope you are not mad" is not acceptable.

Nor is "You miserable creep! Wait until I put this in the school newspaper and call your mother."

**IT IS OKAY TO SAY NO AND IT MAY BE THE BEST ANSWER IN ANY SITUATION.**

#### **Best lines:**

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#### **Possible responses:**

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Some "best lines" could be—

- "We're in the '80's. Everybody is doing it."
- "We've been together for a long time."
- "Come on. Just one time."
- "If you really loved me, you would show me."
- "Do you have a problem?"

Elicit responses from the students. Supplement if needed with the three types of responses that are suggested below:

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### 1. BROKEN-RECORD RESPONSES

Line	Response
Let's go to bed.	I don't want to have sex with you.
But everybody's doing it.	I don't want to have sex with you.
Come on. Just one time.	I don't want to have sex with you.
What? Do you have a problem.	I don't want to have sex with you.

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### 2. REVERSING THE PRESSURE

Use what the person said to show that he or she must make a change. Make it clear that you will not make a change in your plan of action.

Line	Response
If you really loved me, you would show me.	If you really loved me, you wouldn't ask me to show you.
But everybody is doing it.	Then it will be clear that I am special—not an anybody.
Do you have a problem?	No. And that's exactly why I don't have to have sex. Do you have a problem?

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### 3. GETTING OUT OF THE SITUATION

Use excuses to get out of situations that may lead to unwanted sexual contact. Sometimes creative, humorous, or dramatic excuses can save the situation and the friendship.

Line	Response
Everyone is doing it.	Everyone's father isn't picking them up any minute. I called him when you thought I used the restroom.
Do you have a problem?	Yes. I have to appear in court about the mysterious disappearance of the last person who asked me that.
Are you afraid?	Yes. I'm afraid I will vomit before I get out of your car. Do you mind?
If you loved me . . . .	It won't matter whether I love you or not, because my parents will kill me if I'm not home in five minutes.

### ***Does this mean I have to decide between sex and death from AIDS?***

Couples who have a long-term, faithful, monogamous relationship (meaning that they have only one sexual partner) are safe from getting AIDS from sexual contact if neither of the persons was infected with the virus before they started the sexual relationship. Just being married does not protect you from AIDS. The part of marriage that protects you from AIDS is being faithful to a husband or wife by having no other sexual contacts (fidelity).

### ***Are there more ways to protect yourself?***

The people most likely to get AIDS and other sexually transmitted diseases are those who have many sexual partners. Again, it is especially risky to have sexual partners who put themselves at risk by their sexual practices or by the use of IV drugs. The more sexual partners you have, the greater your chance of getting infected. Regardless of race, sex (male or female), or sexual preference (heterosexual, homosexual, or bisexual), having many sexual partners increases your chances of getting infected with the AIDS virus. Also, being exposed to lots of other disease-causing germs from those partners may make your body less able to resist the AIDS virus.

### ***What are high-risk sexual practices?***

Now that you've asked, the activity with the highest risk is anal intercourse. Anal intercourse is the insertion of the penis into the anus. The lining of the rectum is very delicate so when the penis is inserted, it may cause tears and bleeding. If semen carrying the AIDS virus gets into the rectum, the virus can enter the bloodstream easily.

## ***What else?***

Oral sex—that is, contact of the mouth or tongue with the penis, vagina, or anus during sexual activity—can spread the AIDS virus from one person to another because the mouth can come into contact with semen, vaginal secretions, or blood. These are the fluids that are known to transmit the AIDS virus.

These are high-risk sexual practices to avoid. Why take chances?

---

Discussion questions that relate information about how the AIDS virus could be prevented from spreading to the characters in the video could include—

- What misconceptions about how to avoid exposure to the AIDS virus do Beth and Scott have?
- Which characters in the video may have been exposed to the AIDS virus?
- Should Scott keep his date with Beth?
- Should Scott and/or Beth be tested for the antibody?
- What are Scott's and Beth's choices about their relationship?

Have the students rank Scott's and Beth's choices in order of safety from exposure to the AIDS virus.

Have the students rank the choices in order of social and emotional advantages for their own age group.

If Scott and Beth choose to have sexual intercourse, list possible results of that choice. (Don't let the students forget pregnancy, sexually transmitted diseases other than AIDS, etc.)

What steps could Scott and Beth take to lessen the risks of having a sexual relationship? (The list should include being tested for all sexually transmitted diseases including AIDS, using condoms properly, communicating honestly about their relationship, preventing pregnancy, being faithful to each other by not having sexual intercourse with anyone else, knowing about previous sexual contacts, and not using illegal intravenous drugs.)

What have Beth and Scott learned from their situation?

---

## ***Okay. So I know that not having sex is the best way to avoid AIDS. That's okay for me. But what about people who choose to be sexually active? How can they protect themselves?***

One thing sexually active people can do is to use a condom. A condom (sometimes called a rubber) is a disposable form of protection that is used to prevent exposure to semen, blood, or vaginal secretions during sexual intercourse.

### ***Do condoms really work?***

Don't get the idea that condoms are 100% safe. To work, a condom must be free of holes, must be put on the penis prior to sexual intercourse, must remain in place during sexual activity, and must not break. The condom must be used from the start to the finish of sexual activity. Because condoms don't always work, it is best to avoid sex with anyone other than a faithful partner who is not infected with the AIDS virus.

### ***Buy a condom? That's too embarrassing!***

Some people feel it's embarrassing to buy condoms at a drug store or market. On the other hand, think how much more than embarrassing it is for a person to get a sexually transmitted disease like AIDS.

Other people complain about the cost. A condom can cost very little. The cost of having AIDS is your life. Think about it.

**And remember:** If you are not ready to talk about protection with your potential partner, it's a good sign that you are not ready to have sex.

---

You may wish to conduct a discussion about the responsibility for using condoms. Possible questions for discussion are—

- How do the boys in the video feel about using condoms?
  - How would a girl feel about going into a store to buy a condom?
  - How would a boy's feelings be the same or different?
  - If a girl buys condoms, is her reputation damaged?
  - If a boy buys condoms, is his reputation damaged?
  - Where can condoms be purchased? How old must a person be to purchase condoms?
  - Do condoms make a person totally safe from the AIDS virus?
-

---

***You've just talked about sex and AIDS. I know there are other ways to protect yourself.***

You are so right. Another way to avoid being exposed to the AIDS virus is to say NO to drugs and alcohol. Saying NO to drugs and alcohol protects you from AIDS in three ways.

1. Saying NO protects you from contaminated needles. Some drugs, like cocaine, heroin, and speed, are injected directly into the bloodstream. If the needles and other equipment used to “shoot up” are shared with an infected person, the AIDS virus can be put directly into the bloodstream.

2. Saying NO helps prevent you from making bad decisions. Both illegal drugs and alcohol affect your decision-making skills. If you smoke marijuana or have a few beers, you are more likely to do things that are risky, like having unprotected sex.

3. Saying NO protects your general health. Drug use may interfere with your body's natural way of fighting germs, the immune system. A pattern of illegal drug use may make the immune system of your body less able to resist infections.

---

In the video, the person with AIDS (Al) was infected because of intravenous drug use. Questions that can be used to relate Al's situation to the information about illegal drug use and AIDS include—

- What information do you think Al had about being infected with the AIDS virus?
- Did Al take any steps to protect himself?
- What choices did Al have to prevent being infected with the AIDS virus?
- What feelings did Al have after he knew he was infected?

Al describes a “not me” syndrome. He believed it couldn't happen to him. Can you think of other problems that we commonly think can't happen to us? (For example, pregnancy, car accidents, overdosing on drugs, being arrested, getting cancer)

---

### ***Any other ways to prevent AIDS?***

The most important way to prevent the spread of AIDS is for everyone to do what you are doing right now—learn about the disease and avoid high-risk behaviors. And keep learning about the disease from people who are experts. Accurate information does not always come from watching TV or from reading magazines and papers that sometimes depend on rumors and sensationalism to get people to purchase them. One of the best sources of information is the National AIDS Hotline. The number, 1-800-342-AIDS, is answered 24 hours a day.

### ***Are there sources of good information in my community?***

You can also check with the public health department in your county or city, your local American Red Cross chapter, your school nurse, the teacher of this class, your family physician, or local community health agencies that are fighting the AIDS epidemic with us.



# ***IS THERE A TEST FOR AIDS?***

At this time, there is a widely available test for the antibody to the virus that causes AIDS. Testing for the virus itself can be done in a scientific research laboratory.

## ***What do you mean by a test for an antibody?***

An antibody is a protein substance in the blood that is made by the body in reaction to a foreign substance (in this case the AIDS virus). Testing for the AIDS virus antibody is used by blood collection centers to keep blood containing the AIDS virus from being used in transfusions. It is also used to protect blood products used for the treatment of hemophilia and other diseases.

## ***Should people other than blood donors get the test?***

The tests can also be used to determine if individuals other than blood donors are infected. The test, which requires a small amount of blood, is available throughout the United States to persons who think they may have been exposed to the AIDS virus. Check with your teacher, your school nurse, your doctor, the American Red Cross, or other community agencies for further information about the test.

## ***What happens to the test results?***

The results of medical tests are given in a confidential manner to the person who was tested. In some states, positive test results of your test must be shared with Public Health authorities to help control the spread of the AIDS virus. Ask the teacher of this class what the laws in your state require.

## ***Where can I get the test?***

Call the public health department in your area to determine where the test(s) is (are) available. It is important to know if the test is free, requires a parent's permission, is confidential and whether positive results are reported to public health authorities. Your school nurse may already have this information.

Encourage your students to talk about AIDS at home so that their parents will have an opportunity to incorporate family values, expectations, and religious principles into the students' decision-making process.

### ***Is the test always accurate?***

It is important to know that it takes the body a few weeks to a few months to produce the antibodies after the virus enters the body. So the antibody test for the AIDS virus may be negative for several months after exposure. If a person tests positive for the antibody on one test, another test is conducted to be sure of the results.

### ***If you have a positive test, what does it mean?***

A positive test means that your body has been infected with the virus and has responded by making antibodies. It is not yet known how many persons who are infected with the virus will develop AIDS. In 1987, officials estimated that 30–60% of persons who test positive will get AIDS; however, that percentage may go higher. A positive antibody test does mean that the infected person can pass the virus to others through semen, blood, or vaginal fluids.

# **WHAT CAN A PERSON WITH A POSITIVE AIDS ANTIBODY TEST DO?**

If a person has a positive antibody test (most physicians and health centers do several tests to be sure) there are steps he or she can take to protect others. The steps include—

- Informing sexual partner(s) of the positive tests.
- Abstaining from sexual activity.
- Avoiding sharing items that could be contaminated with blood, such as toothbrushes, razors, tweezers, needles, and syringes.
- Informing physicians, dentists, nurses, and other health care workers who may come in direct contact with the person's blood.
- Avoiding pregnancy.
- Not donating blood, plasma, body organs, tissue, or sperm.

## ***But what if someone with AIDS bleeds?***

Spills of blood and body fluids can be cleaned up with freshly diluted household bleach—one part bleach to ten parts water. Use this solution to clean up spills, but do not use it directly on wounds. Always wear disposable rubber gloves when cleaning up blood or other body fluids.

## ***What if a person with AIDS donates blood at a blood donation center?***

People who test positive for the AIDS virus antibody and people who have high-risk behaviors are urged not to donate blood. Potential donors are carefully screened and those at high risk of AIDS infection are rejected. In addition, all blood is tested, and, if the test is positive for the AIDS antibody, the blood is discarded.

# **HOW DO CHILDREN GET AIDS?**

Most children with AIDS acquire the virus from their infected mothers before or at birth, either through the mother's blood system or in the birth canal. One child became infected shortly after birth, possibly from the mother's breast milk. Many, but not all, of the mothers were intravenous drug abusers or the sexual partners of men whose behavior put them at high risk of getting AIDS.

In other cases, children have been infected through transfusion of blood or blood products. However, now that all blood is tested for the AIDS virus antibody, transfusion and hemophilia treatment pose only a very small risk. Hemophilia treatment is very safe now because scientists have learned to kill the virus in the blood products needed by hemophiliacs.

---

It is important to be sensitive to the fact that not all mothers who give birth to babies with AIDS are IV drug abusers. Some women became infected through contaminated blood transfusions received

before the AIDS virus antibody test was used, and others became infected through partners who were hemophiliacs, drug abusers, or bisexuals.

---

## ***What about the schools?***

Not one case of AIDS is known to have been transmitted in a school, day-care, or foster-care setting. AIDS is not spread through the kind of contact children have with each other, such as touching, hugging, or sharing meals and bathrooms. This is supported by long-term studies of family members of both adults and children with AIDS. There are no reports of household members who have become infected through routine, nonsexual contact with a family member with AIDS.

---

### ***Is going to school risky for the child with AIDS?***

A child who has a damaged immune system, either from AIDS or other illnesses, may risk suffering complications from infections picked up in school or day-care centers. The child's doctor should evaluate the risk of infection, based on the child's immune status.

---

**Ask the students to review the list of ways the AIDS virus is spread.**

1. Sexual contact involving the exchange of three body fluids: semen, blood, and vaginal secretions.
2. Sharing of needles by users of intravenous drugs.
3. Transfusions of contaminated blood and blood products.
4. Transmission from infected mothers to their infants.

**Write the list on the chalkboard before asking the following questions:**

- Can the AIDS virus be transmitted by ordinary everyday contact at school?
  - What rumors have you heard about why it is dangerous for persons with AIDS to attend school?
  - Are those rumors truth or myth?
  - Why is it sometimes better for a child with AIDS not to attend school? (For example, the child lacks resistance to disease-causing germs or is too ill.)
  - How would you feel if your classmates believed you were easily able to give them a disease like AIDS?
  - What can you do to help a classmate who may have been infected with the AIDS virus?
-

---

## ***IS THERE ANY TREATMENT FOR PEOPLE WITH AIDS?***

At this time, there is no cure for AIDS. There are some drugs that may help increase the length of time people can live with AIDS. There also have been improvements in treating some of the opportunistic infections that develop after the AIDS virus damages the body's immune system. Unfortunately, no one has recovered from the disease. People with the disease usually die within two years after being diagnosed with AIDS.

# ***ARE THERE SOME WAYS I CAN TRY TO APPLY WHAT I'VE LEARNED?***

The students are offered a variety of activities in their booklets, which can be done independently (crossword puzzles) or in small groups ("Make a Strike for the Truth About AIDS" and "What Would You Do If . . . ?"). There are additional activities on pages 48–56 of this guide that you may choose to use. All three are suitable for use as pretests and post-tests as is the self-test in the student's booklet.

If you have been reading along carefully, you deserve a break. You can now use the vocabulary and the concepts you have learned in the activities that follow. You can—

1. Do crossword puzzle(s) that use words discussed in this booklet. Select one puzzle or do all three. (See page 28.)
2. "Make a Strike for the Truth About AIDS" by answering true or false questions. Determine your score as you would in bowling. (See page 31.)

## ***What's next?***

You've just finished quite a section of reading about AIDS plus a few games to help you play with the words and ideas. Following are some situations for you to consider.

# WHAT WOULD YOU DO IF ... ?

Describe how you would feel, what you would do, and why you would decide to take a particular action.

---

**Situation #1** A student who is a junior in high school has a positive result on the AIDS antibody test. You are also a junior at that high school. The student shares your locker in physical education.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

---

**Situation #2** An eight-year-old boy who has AIDS enrolls in an elementary school and you are the principal of the school. Some parents are very angry and say they will remove their children from school if you allow the student with AIDS to attend.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

---

**Situation #3** A woman who has a positive AIDS antibody test wants to have a child. You are her doctor.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

---

**Situation #4** The owner of a business fires one of his employees because the employee has AIDS. The fired employee takes the boss to court. You are the judge.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_



---

**Situation #5** You own a large apartment building. A family wants to rent an apartment but one of the family members looks as if he may have AIDS. You know many of your current renters would be very upset if you rent to someone who has the disease.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

---

**Situation #6** You have made a date with a very good looking and popular student at your school. You have heard that this person is not shy about wanting sex on the first date. You are worried about getting AIDS and other sexually transmitted diseases and do not know very much about this person's past sexual relationships.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

---

**Situation #7** You have had a positive result on the AIDS antibody test, but you have no signs of the disease. Your steady date does not know about the test results and is beginning to talk about marriage.

How would you feel?\_\_\_\_\_

What would you do?\_\_\_\_\_

Why would you do that?\_\_\_\_\_

**After you have completed this activity, turn to page 33.**

This activity can be done in a variety of ways including the following:

- Divide the class into small groups and assign one situation to each group. Have the groups report their decisions.
- Assign the first three situations to all students to do independently. Give extra credit for completing the remaining situations.
- Use some of the opposing points of view for the topic of a debate.

For each situation, sample responses from high school students have been included for your review as well as the major points to be emphasized.

Sharing a locker will not cause the virus to be transferred. The AIDS virus is spread by the exchange of one of three body fluids. There is no need to worry about sharing a locker, but the fear is very normal.

**Situation #1** A student who is a junior in high school has a positive result on the AIDS antibody test. You are also a junior at that high school. The student shares your locker in physical education.

<b>Feel?</b>	As if I were going to get it too. I wouldn't mind. A little worried.
<b>Do?</b>	Get another locker. Keep sharing with that person. Keep sharing it.
<b>Why?</b>	Because I'd be afraid of catching AIDS. Because AIDS can't be spread through casual contact. Because you can't spread it by sharing clothes.

---

**Situation #2** An eight-year-old boy who has AIDS enrolls in an elementary school and you are the principal of the school. Some parents are very angry and say they will remove their children from school if you allow the student with AIDS to attend.

- Feel?** I would be upset.  
Sad for the student.  
I would feel mad at the parents.
- Do?** Enroll the student.  
I would have the student checked out of school.  
Have a meeting to explain what AIDS is and how it is spread.
- Why?** There is nothing wrong with him wanting an education.  
He can't spread it through casual contact.  
To satisfy the parents.  
So that the parents won't remove the student with AIDS.

In a school setting, exchange of any of the three body fluids that carry the virus is not likely to occur. No cases of AIDS have been contracted in a school setting.

Coming in contact with blood from any person should be avoided and, if there is contact, proper hygiene should be used, such as washing with soap and water. Spilled blood should be cleaned up carefully as described on page 29 in this guide.

Some students with the AIDS infection are too ill to attend school.

---

**Situation #3** A woman who has a positive AIDS antibody test wants to have a child. You are her doctor.

- Feel?** I would feel sad for her, mad at her, and sorry for her.
- Do?** Tell her it is better for her not to become pregnant.
- Why?** Because it can be passed on to the child.

No infected children with AIDS have survived very long.

Using birth control to avoid becoming pregnant or terminating a pregnancy is opposed by some major religious groups. Abstaining from sexual intercourse to avoid pregnancy does not violate any religious doctrines.

Physicians are careful to respect the values of their patients.

There is no need to fire a person because he or she has AIDS. There are court decisions supporting the rights of persons with various illnesses and handicaps to remain employed as long as they are able to perform the job.

One concern about mandatory testing for the AIDS antibody is that the information will be used to discriminate against workers who have a positive test.

**You may want to use this situation to conduct a classroom debate.**

---

**Situation #4** The owner of a business fires one of his employees because the employee has AIDS. The fired employee takes the boss to court. You are the judge.

- Feel?** I would be mad at the boss.  
I would agree with the boss.
- Do?** Get the fired employee back to work.  
Support the boss's decision.
- Why?** Because the employee can't spread AIDS just by working there.  
Because there could be an accident, the employee could bleed and infect the other workers.

---

There is no way to determine if a person has AIDS by merely looking at him or her. The signs of AIDS are the same as the signs for cancer, pneumonia, and many other diseases.

Reports of families who have lived with and cared for persons with AIDS for many months indicate that no one from these families has contracted the disease.

There is no risk for other tenants in the building. The virus is not spread by insects. Since the virus does not spread in the air, there is no danger of the germ being on stair railings or door-knobs.

---

**Situation #5** You own a large apartment building. A family wants to rent an apartment but one of the family members looks like he may have AIDS. You know many of your current renters would be very upset if you rent to someone who has the disease.

- Feel?** Confused.  
Worried.  
I don't know.
- Do?** Rent it to the family.  
Rent the apartment.  
Ask the family if he or she has AIDS.
- Why?** Because I'm not sure if the person really has AIDS.  
Because it is none of my business and I'm not sure if the person is infected at all.  
To protect the other tenants, I'd have to ask.

---

**Situation #6** You have made a date with a very good looking and popular student at your school. You have heard that this person is not shy about wanting sex on the first date. You are worried about getting AIDS and other sexually transmitted diseases and do not know very much about this person's past sexual relationships.

There is good reason to be concerned. **An individual has the right to say NO even if there is no apparent risk.**

The risk of being exposed to the AIDS virus is not the only reason to avoid sexual intercourse with someone you do not know very well. There are numerous physical, social, and emotional risks for an adolescent who has casual sexual relationships.

**Feel?** Afraid.  
Scared to have sex.

**Do?** Dump him.  
Tell him I'm scared.

**Why?** Because maybe he has been with someone who has AIDS.  
To protect myself.

---

**Situation #7** You have had a positive result on the AIDS antibody test, but you have no signs of the disease. Your steady date does not know about the test results and is beginning to talk about marriage.

It is very important that testing be accompanied by counseling. This counseling includes strategies for informing and protecting your partner.

It is also important to eat a balanced diet, to get plenty of rest and exercise, to avoid illegal drugs, and to reduce stress and damaging health practices.

Special support groups are available in some communities so that you can share this problem with others who have had the same experience.

**Feel?** Confused.  
Angry.  
Upset.

**Do?** Not tell.  
Tell him.  
Tell her.

**Why?** Because I have no signs. I probably don't really have it.  
Because he gave it to me.  
So that she can get checked and treated.

# CROSSWORD PUZZLES

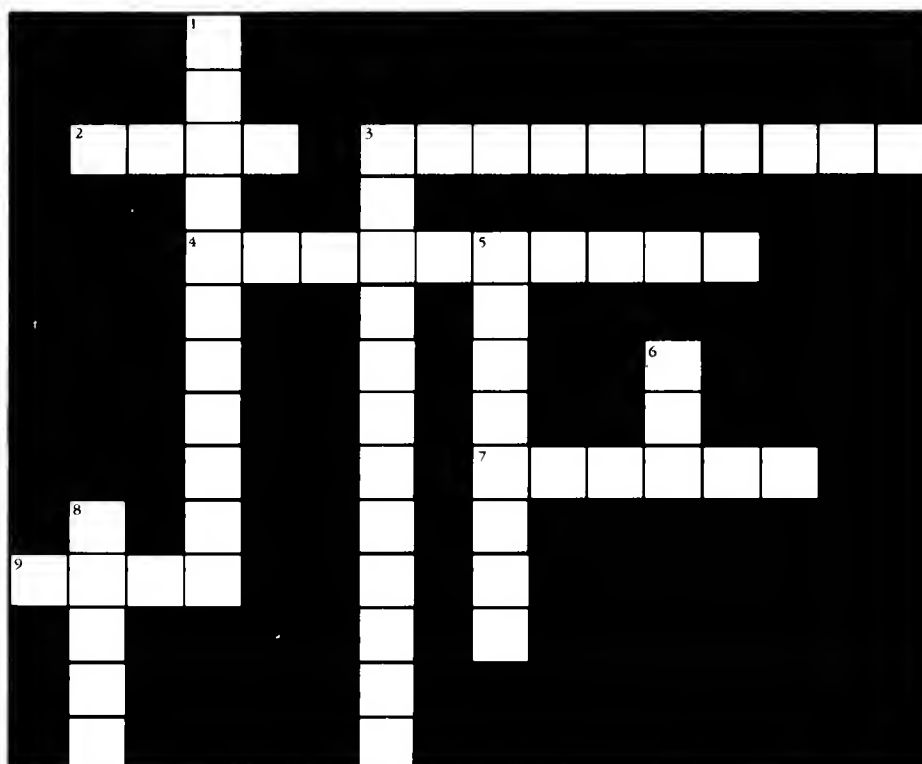
## EASY AIDS PUZZLE

### ACROSS CLUES

2. An imaginary story or explanation.
3. A condition in which the blood does not clot normally.
4. Postponing or saying NO to sexual activity.
7. A thin protective sheath that fits over the erect penis.
9. Condition in which the person's immune system has been destroyed by a virus.

### DOWN CLUES

1. Into the vein.
3. Sexual contact with partners of the opposite sex only.
5. Has come in contact with disease-producing germs.
6. Stands for sexually transmitted disease.
8. The smallest of the germs that may cause disease.



### **WORD LIST: EASY AIDS PUZZLE**

Abstaining

AIDS

Condom

Hemophilia

Heterosexual

Intravenous

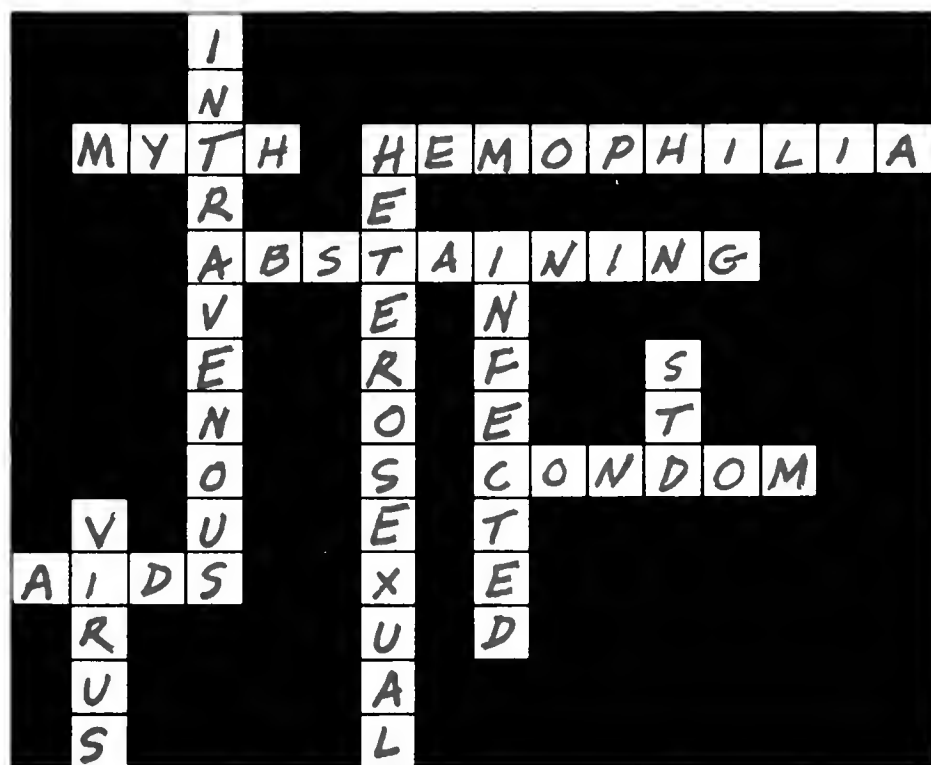
Infected

Myth

STD

Virus

### **ANSWERS: EASY AIDS PUZZLE**



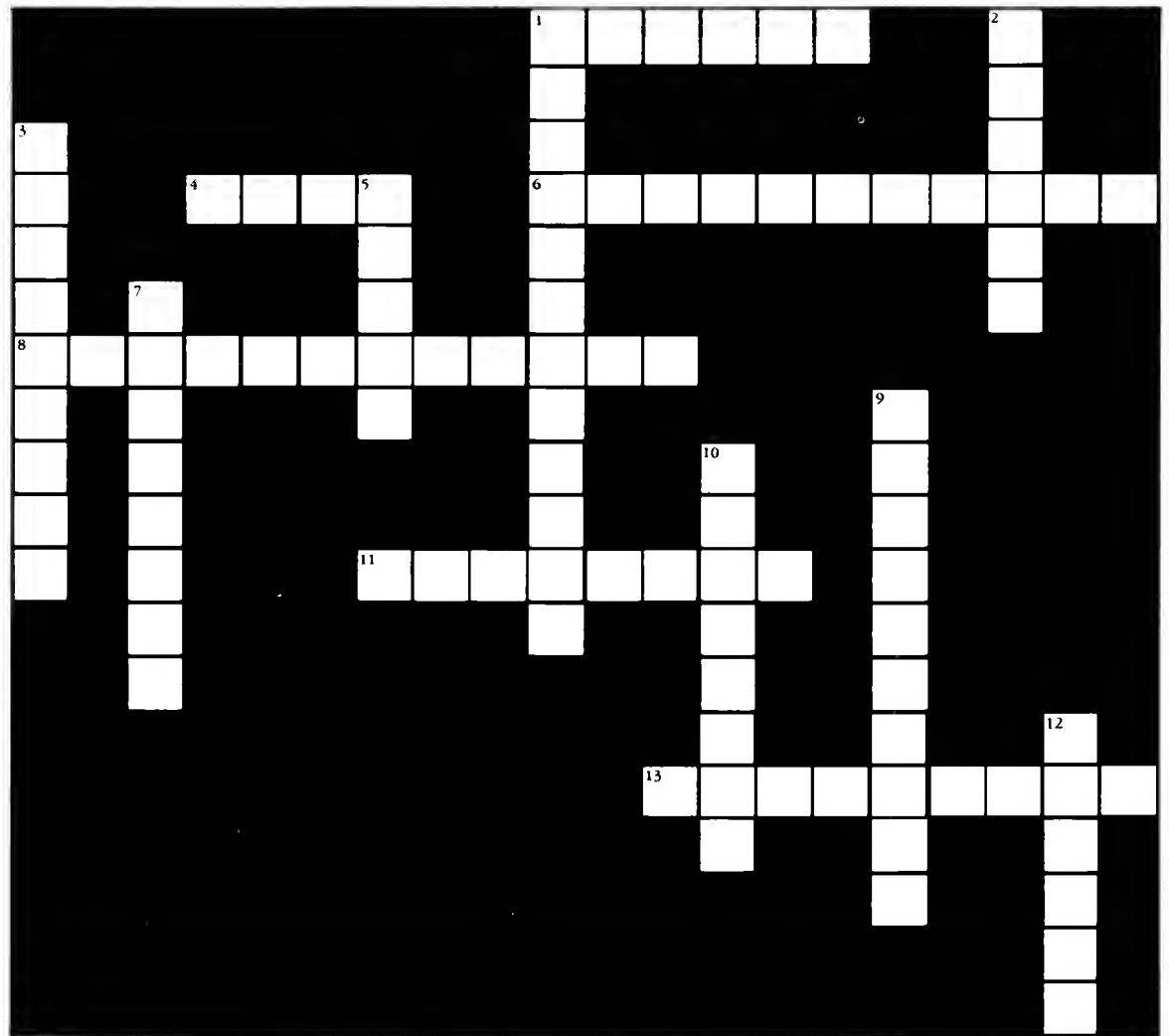
## MEDIUM AIDS PUZZLE

### ACROSS CLUES

1. Used during intercourse to help prevent the exchange of body fluids.
4. Caused by a virus that attacks the immune system.
6. Transfer of the blood of one person to another person.
8. Information is not shared without your knowledge.
11. Sexual contact with partners of the same sex and also of the opposite sex.
13. Identified the medical problem.

### DOWN CLUES

1. Has come in contact with disease-producing germs.
2. Liquid produced in the mouth.
3. Caused by germs such as viruses and bacteria.
5. The fluid released from the penis during a sexual experience.
7. A cell manufactured to prevent disease.
9. Sexual \_\_\_\_\_ means to postpone sexual activity with another person.
10. To pass from one person to another.
12. The last portion of the large intestine.





### **WORD LIST: MEDIUM AIDS PUZZLE**

Abstinence

AIDS

Antibody

Bisexual

Condom

Confidential

Contaminated

Diagnosed

Infection

Rectum

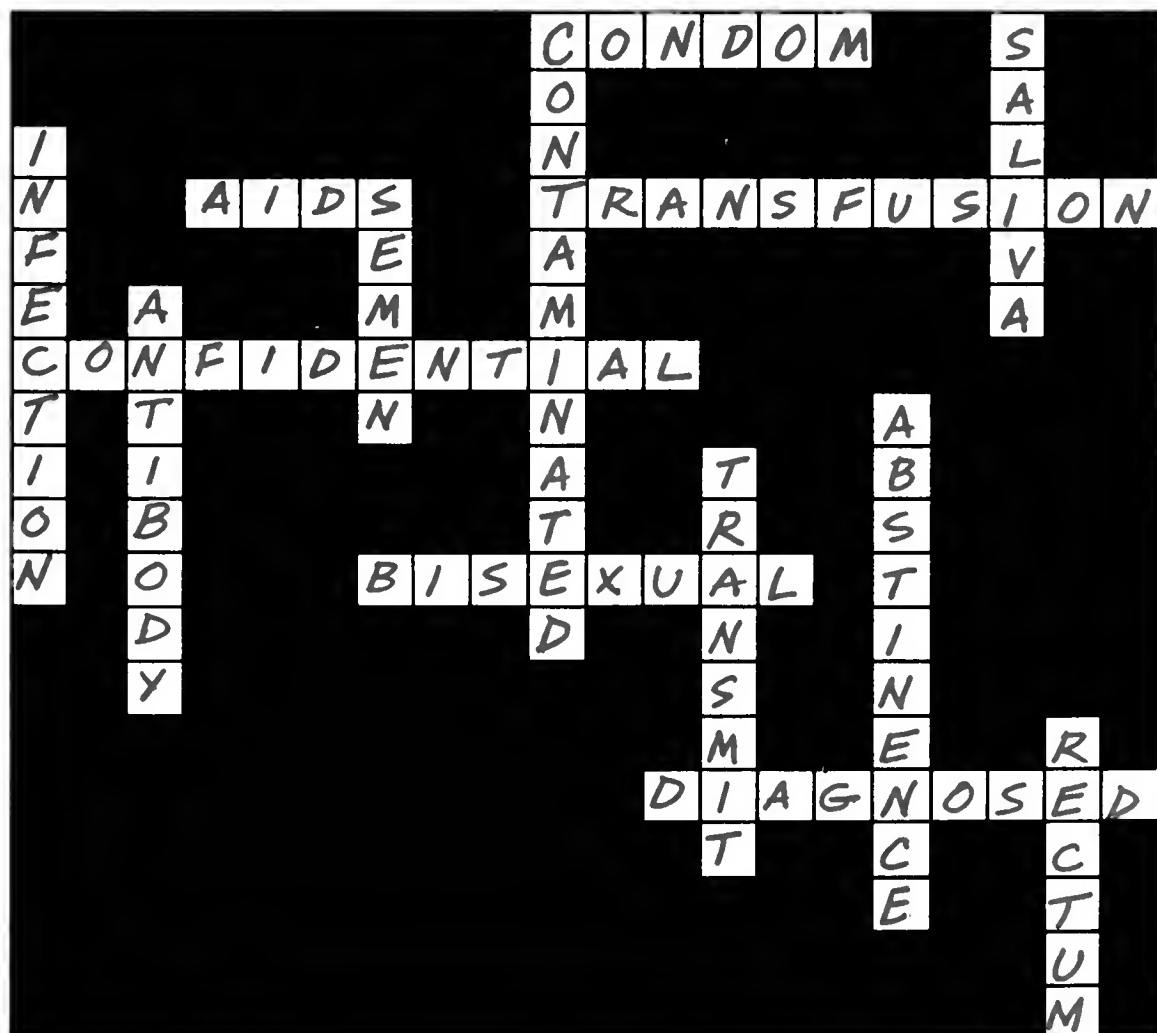
Saliva

Semen

Transfusion

Transmit

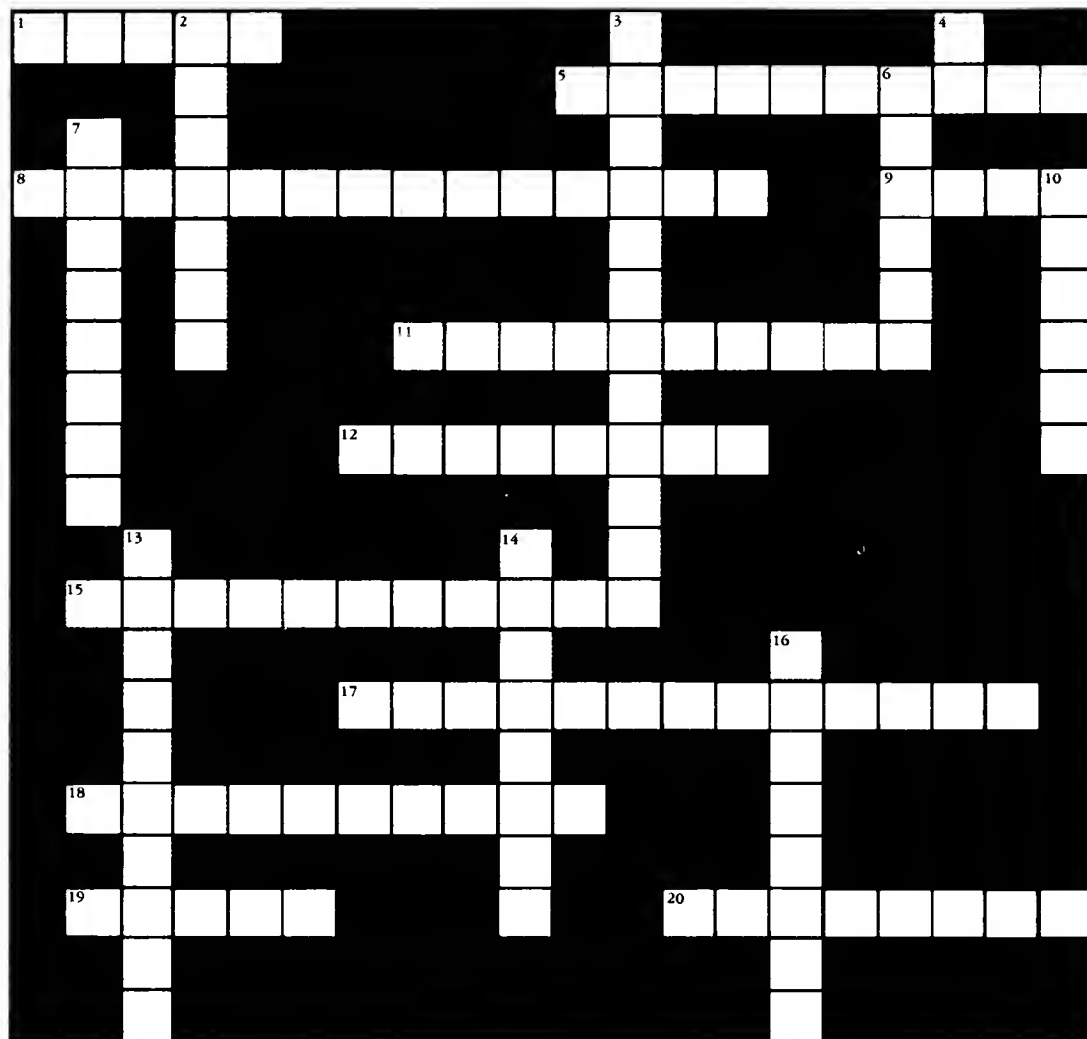
### **ANSWERS: MEDIUM AIDS PUZZLE**



## DIFFICULT AIDS PUZZLE

### ACROSS CLUES

1. Drug \_\_\_\_\_ is a high-risk behavior.
5. Fluids produced in the vagina that can carry the AIDS virus are called \_\_\_\_\_.
8. There are many false ideas, misunderstandings, or \_\_\_\_\_ about AIDS.
9. An imaginary story or explanation.
11. Saying NO to sex and drug use.
12. The best tool available to help stop the spread of the AIDS virus is changing high-risk \_\_\_\_\_.
15. \_\_\_\_\_ drug abuse increases the risk of getting AIDS.
17. A disease that takes advantage of the body's inability to fight infection.
18. A person who has sexual partners from the same sex only.
19. AIDS is caused by a \_\_\_\_\_.
20. When there is an unusually large number of persons with a disease it is called an \_\_\_\_\_.



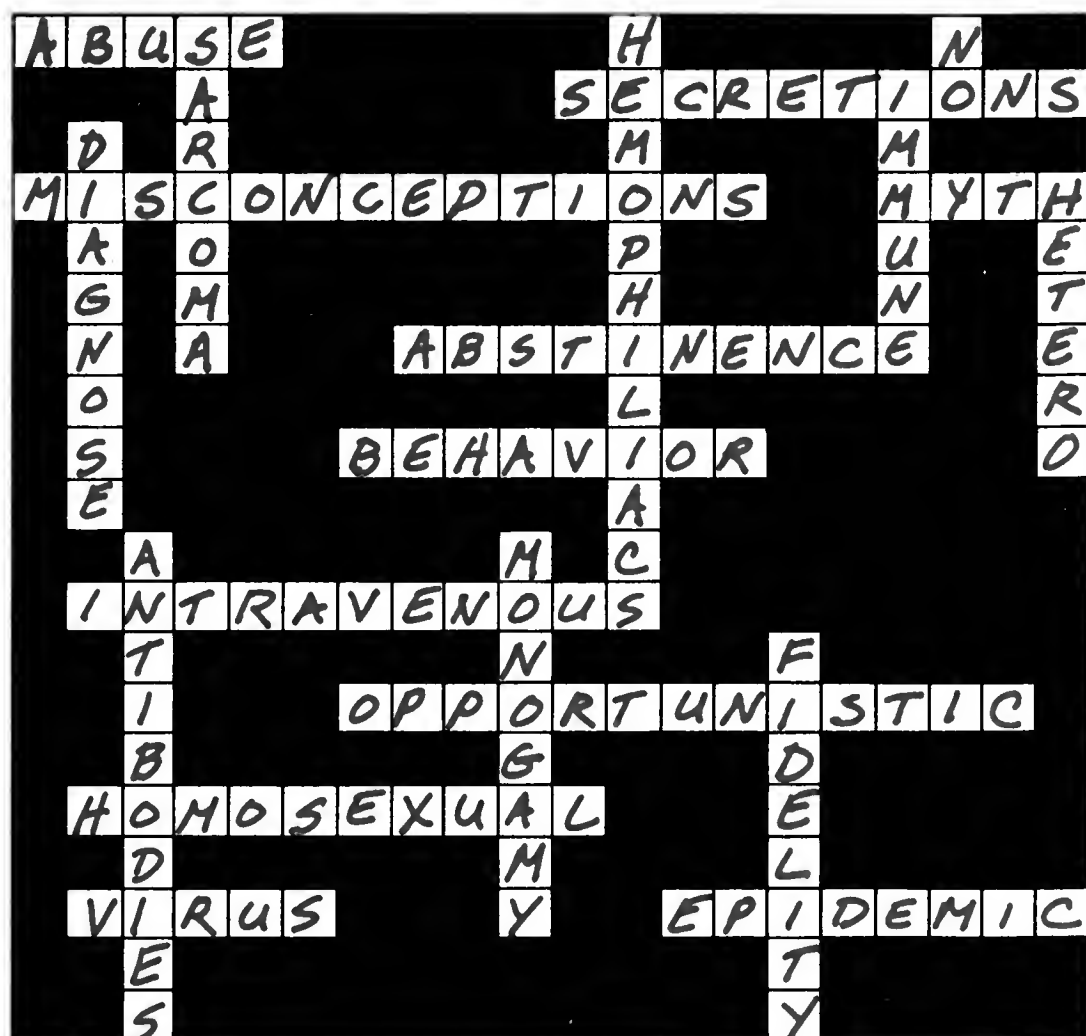
### DOWN CLUES

2. The type of cancer that can be fatal to persons with AIDS.
3. People whose blood does not clot normally.
4. A wise answer to opportunities to have sex.
6. The system that protects the body from disease.
7. Identify or name the medical problem.
10. \_\_\_\_\_sexuals can be infected with the AIDS virus too.
13. Cells in the blood stream that fight disease.
14. Having one sexual partner.
16. Being faithful to a marriage partner is called \_\_\_\_\_.

# **WORD LIST: DIFFICULT AIDS PUZZLE**

Abuse	Myth
Abstinence	No
Antibodies	Opportunistic
Behavior	Sarcoma
Diagnose	Secretions
Epidemic	Virus
Fidelity	
Hemophiliacs	
Hetero	
Homosexual	
Immune	
Intravenous	
Misconceptions	
Monogamy	

# **ANSWERS: DIFFICULT AIDS PUZZLE**



# MAKE A STRIKE FOR THE TRUTH ABOUT AIDS

Mark all the statements below True or False. Check your answers (with your teacher) in order to mark your score as you would in a bowling game. A correct answer is scored as a strike, an incorrect answer is a gutter ball.

---

**(Circle True or False)**

True	False	1. Persons with AIDS become ill because of other diseases.
True	False	2. Intravenous drug use can spread the AIDS virus.
True	False	3. Women do not become infected by the AIDS virus.
True	False	4. AIDS is often spread by kissing.
True	False	5. Condoms provide complete safety from the AIDS virus when having sexual contact with an infected person.
True	False	6. Only gay (homosexual) males get AIDS.
True	False	7. At this time, there is no cure for AIDS.
True	False	8. Persons with positive AIDS antibody tests cannot attend school.
True	False	9. One should avoid touching a person with AIDS as there is danger of getting the virus that way.
True	False	10. Abstaining from sex and illegal drug use is the best protection against getting AIDS.
True	False	11. Anal intercourse is a high-risk sexual behavior.
True	False	12. People with many sexual partners are more likely to get AIDS than people with fewer sexual partners.

**Score sheet is found on the next page.**

Name	1	2	3	4	5	6	7	8	9	10	Total
	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	
	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	

**HOW MANY STRIKES DID YOU HAVE?**  
**HOW MANY GUTTER BALLS?**  
**THE HIGHEST POSSIBLE SCORE IS 300, OR A PERFECT GAME.**

**Answers**

1. T

2. T

3. F
4. F

5. F

6. F
7. T

8. F

9. F
10. T

11. T

12. T

## **GIVING ADVICE ABOUT AIDS**

Phoebe is a popular newspaper columnist who gives advice to teenagers. Phoebe received so many letters this week that she needs help answering them. Read the letters and write answers to them. Be ready to defend your answers.

---

**1. Dear Phoebe,**

**Please help me. I'm so worried. I just found out that my brother is an IV drug user. I remember hearing on the news that drug addicts can get AIDS. My brother lives in my house. Do you think I have AIDS?**

**Worried and Scared**

Answer:

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---

**2. Dear Phoebe,**

**My boyfriend wants me to make love with him before he leaves for college. I'm afraid, but I don't want to lose him. What should I do?**

**Afraid to Say Yes or No**

Answer:

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**3. Dear Phoebe,**

**I am a volunteer in a hospital. I deliver food trays to the patients and pick them up. We have some AIDS patients in the hospital. Could I catch AIDS and bring it home to my family?**

**Volunteer**

Answer:

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**4. Dear Phoebe,**

**My boyfriend dumped me when I was three months pregnant. He also told me he is bisexual. I'm now six months pregnant. What should I do?**

**Concerned for the Baby**

Answer:

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**5. Dear Phoebe,**

**Please help me. My girlfriend was two-timing me and now I found out the guy she was fooling around with has AIDS. My girlfriend moved out of town six months ago and has no idea this guy is sick. Should I tell her? I'm still mad at her.**

**Could I Have It?**

Answer:

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**6. Dear Phoebe,**

**My brother has hemophilia and had many blood transfusions before the blood was tested for the AIDS virus antibody. Some of my friends have stopped coming to our house and some have started avoiding me. How can I make my friends understand?**

**I Love My Brother**

Answer:

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This writing activity can be used after the students have viewed the video and read the booklet. Responding to the letters may also be an appropriate way to introduce the subject and test the students' knowledge. Having the students answer the letters before the instruction begins and then after it is completed would be an interesting way to measure changes in knowledge and attitude.

The students can answer the letters working individually or in small groups. Comparing the answers of individuals or groups can facilitate discussion of the issues involved.

She is not at risk because of her brother's use of drugs. The virus is not spread by casual contact. The writer's brother should be urged to seek testing for the AIDS virus antibody. Testing is accompanied by counseling so that "Worried and Scared's" brother will be informed that his drug use is a high-risk behavior. She might consider involving her parents in an effort to save his life.

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**1. Dear Phoebe,**

**Please help me. I'm so worried. I just found out that my brother is an IV drug user. I remember hearing on the news that drug addicts can get AIDS. My brother lives in my house. Do you think I have AIDS?**

**Worried and Scared**

The fear of exposure to AIDS is only one reason to say NO to this request. Encourage open communication about sexual activity between the writer and her boyfriend. Having a sexual relationship because of fear of losing the relationship is not a good reason. Everyone has a right to say NO to any activity and especially to any activity that involves risk of physical, social, or emotional consequences. Perhaps "Afraid to Say Yes or No" can be helped by learning that she is no more likely to keep her boyfriend by a physical act than she is to lose him.

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**2. Dear Phoebe,**

**My boyfriend wants me to make love with him before he leaves for college. I'm afraid, but I don't want to lose him. What should I do?**

**Afraid to Say Yes or No**



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**3. Dear Phoebe,**

**I am a volunteer in a hospital. I deliver food trays to the patients and pick them up. We have some AIDS patients in the hospital. Could I catch AIDS and bring it home to my family?**

**Volunteer**

Since the food trays will not be contaminated with the body fluids (semen, blood, and vaginal secretions) that transmit the virus from one person to another, the volunteer has no need to be afraid. She should be assured that her fears are very normal and encouraged to discuss her feelings with her supervisor. Her supervisor can also advise her about precautions in handling used eating utensils that could prevent the spread of many other disease-causing germs in the hospital setting.

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**4. Dear Phoebe,**

**My boyfriend dumped me when I was three months pregnant. He also told me he is bisexual. I'm now six months pregnant. What should I do?**

**Concerned for the Baby**

There is danger of transmitting the AIDS virus from the mother to the developing child during pregnancy. If the writer is not seeing a physician for prenatal care, she must be advised to do so immediately. It is important that she share this information with her physician so that a test can be performed to determine if there is risk for both the mother and the unborn child. The local medical society can be helpful in finding the right medical help.

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The AIDS virus can be transmitted by heterosexual intercourse. Both you and your ex-girlfriend should be tested to see if you were exposed to the virus. She may be exposing other innocent people to the virus. When you have the test, you may have an opportunity to share this information with a public health professional who can contact your ex-girlfriend. In that way, you will not have to deliver the information personally. If your test is positive, the health professional should provide counseling and should make sure your sexual partners are contacted. If not, you should call the local health department or the National AIDS Hotline for information.

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**5. Dear Phoebe,**

**Please help me. My girlfriend was two-timing me and now I found out the guy she was fooling around with has AIDS. My girlfriend moved out of town six months ago and has no idea this guy is sick. Should I tell her? I'm still mad at her.**

**Could I Have It?**

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Support the feelings of this young lady and the rejection she feels for her brother and herself. Assure her that her friends are acting out of fear and not out of hatred. Suggest she enlist her parents, the physician treating her brother, the National Hemophilia Foundation, her local chapter of the American Red Cross, the school nurse, and the school counselor in making a plan to educate her friends and her brother's friends.

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**6. Dear Phoebe,**

**My brother has hemophilia and had many blood transfusions before the blood was tested for the AIDS virus antibody. Some of my friends have stopped coming to our house and some have started avoiding me. How can I make my friends understand?**

**I Love My Brother**

# ***MATCHING TERMS FREQUENTLY USED WHEN TALKING ABOUT AIDS***

Write the number of the word on the left by the correct explanation on the right.

- 
- |                            |  |
|----------------------------|--|
| <b>1. Heterosexual</b>     | _____ A type of cancer that people with AIDS have more often than other people |
| <b>2. HIV</b>              | _____ A group of related problems or symptoms                                  |
| <b>3. Intravenous</b>      | _____ The abbreviation for the name currently used for the AIDS virus          |
| <b>4. Antibodies</b>       | _____ Male-female sexual relationships   |
| <b>5. Acquired</b>         | _____ Protein substances made by the body in response to an invading germ      |
| <b>6. Syndrome</b>         | _____ A person whose blood does not clot normally                              |
| <b>7. Abstain</b>          | _____ Something people get from their environment that was not inherited       |
| <b>8. Hemophiliac</b>      | _____ Enters the body and bloodstream directly through a vein                  |
| <b>9. Kaposi's sarcoma</b> | _____ An infection of the lungs which causes death for many persons with AIDS  |
| <b>10. Pneumonia</b>       | _____ Postpone sexual activity or not use illegal drugs and alcohol            |

**"MATCHING TERMS FREQUENTLY  
USED WHEN TALKING ABOUT AIDS"**

Write the number of the word on the left by the correct explanation on the right.

- 
- |                            |   |
|----------------------------|---|
| <b>1. Heterosexual</b>     | <u>9</u> A type of cancer that people with AIDS have more often than other people |
| <b>2. HIV</b>              | <u>6</u> A group of related problems or symptoms                                  |
| <b>3. Intravenous</b>      | <u>2</u> The abbreviation for the name currently used for the AIDS virus          |
| <b>4. Antibodies</b>       | <u>1</u> Male-female sexual relationships   |
| <b>5. Acquired</b>         | <u>4</u> Protein substances made by the body in response to an invading germ      |
| <b>6. Syndrome</b>         | <u>8</u> A person whose blood does not clot normally                              |
| <b>7. Abstain</b>          | <u>5</u> Something people get from their environment that was not inherited       |
| <b>8. Hemophiliac</b>      | <u>3</u> Enters the body and bloodstream directly through a vein                  |
| <b>9. Kaposi's sarcoma</b> | <u>10</u> An infection of the lungs which causes death for many persons with AIDS |
| <b>10. Pneumonia</b>       | <u>7</u> Postpone sexual activity or not use illegal drugs and alcohol            |

# STATEMENTS ABOUT AIDS: TRUTH OR MYTH?

Decide if the statements below are a truth or a myth. If you are not sure what the word *myth* means, look in the dictionary before you start this worksheet. Another word often used in the same way as myth is *misconception*.

After you have decided if the statement is a truth or a myth, write a sentence containing at least one fact that supports your decision. You may look in your book for facts to support your choice. You also may change your mind after doing more reading or having a discussion with your parents, teacher, or classmates.

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## (Circle *Truth* or *Myth*)

Truth	Myth	1. Only persons in certain groups get AIDS.
Truth	Myth	2. AIDS is a punishment for homosexual behavior.
Truth	Myth	3. Children with AIDS should not attend school.
Truth	Myth	4. It is possible to get the AIDS virus by donating blood.
Truth	Myth	5. The risk of getting AIDS from a blood transfusion is small.
Truth	Myth	6. Only the sharing of needles and syringes used to shoot drugs increases the chance of getting AIDS. Alcohol and drugs inhaled or swallowed do not increase the risk of getting AIDS.

# **"STATEMENTS ABOUT AIDS: TRUTH OR MYTH?"**

**(Circle *Truth* or *Myth*)**

It can happen to anyone who engages in high-risk behavior.

**Truth**

**Myth**

**1. Only persons in certain groups get AIDS.**

Children get AIDS from their mothers during pregnancy or at birth and from blood transfusions. Of reported cases, 16% were IV drug users and 4% were heterosexuals.

**Truth**

**Myth**

**2. AIDS is a punishment for homosexual behavior.**

AIDS is not spread through the kind of contact students have with each other such as touching, hugging, sharing meals and bathrooms, or being in the same bathroom.

**Truth**

**Myth**

**3. Children with AIDS should not attend school.**

All materials used in the donation process are new, sterile, and discarded after use.

**Truth**

**Myth**

**4. It is possible to get the AIDS virus by donating blood.**

Donors are screened and all blood is tested. Contaminated blood is discarded.

**Truth**

**Myth**

**5. The risk of getting AIDS from a blood transfusion is small.**

Use of any illegal drug may lower your resistance to disease and impairs your decision-making skills.

**Truth**

**Myth**

**6. Only the sharing of needles and syringes used to shoot drugs increases the chance of getting AIDS. Alcohol and drugs inhaled or swallowed do not increase the risk of getting AIDS.**

**Only the 5th statement is completely true.**

# ***WHAT ARE YOU GOING TO DO?***

## ***Is that it? Do I know all I need to know about AIDS?***

Well, you have read about AIDS. You have watched a video about AIDS. You reacted to situations about AIDS. But the really important part is yet to come. What will **you** do about AIDS? In order for what you know to make any difference, use the information.

If everyone knew what you know from reading and the video, felt strongly about the information, and did something about their behavior, we could help stop the AIDS epidemic from getting worse.

## ***That sounds too simple to be true.***

Remember that space in the beginning of the booklet where you entered the time and the date? During the time since you started this booklet, people continued to behave in ways that expose themselves or others to the AIDS virus. Others developed symptoms of AIDS and some probably died of the disease. But you and many others are taking time to learn how to prevent AIDS. It is through our combined efforts that we can be successful.

## ***Did I learn anything?***

Go back to the test on page 7 and see how much better you do this time. You probably will get everything correct—100%. If not, go back and read the parts of the booklet that cover what you missed, and do it a little slower. Underline words that seem new or important. Ask the teacher of this class to explain things you don't understand. Talk with an adult family member or adult friend about the disease and share this booklet with him or her. And if you get 100% or close to it, it is time for you to share what you've learned with friends. Then they can join our fight against AIDS.

# GLOSSARY

<b>Abstain</b>	To refrain from doing something, for example, to not engage in sexual activity and/or to not use illegal drugs and alcohol.
<b>Abuse</b>	Misuse; use in a way that can hurt you.
<b>Acquired</b>	To get as your own; not inherited.
<b>Acquired immune deficiency syndrome (AIDS)</b>	A disease state caused by a virus that makes the immune system unable to fight infections.
<b>AIDS virus</b>	The virus that causes AIDS, which is currently called the human immunodeficiency virus (HIV).
<b>AIDS-related complex (ARC)</b>	A condition caused by the AIDS virus. Persons with ARC have some of the symptoms of AIDS. Persons with ARC can be very ill and some die. Some people get ARC first and then AIDS.
<b>Anal intercourse</b>	Inserting the penis into the anus of the sexual partner.
<b>Antibody</b>	A protein manufactured in response to the invasion of a germ for the purpose of protecting the body from disease.
<b>Anus</b>	The ring of muscle that allows release of solid food waste from the body.
<b>Bisexual</b>	Having sexual partners of the same sex and of the opposite sex.
<b>Cervical secretions</b>	A fluid produced by the cervix, which is the lower portion of the uterus (womb); usually called vaginal secretions.
<b>Condom</b>	A protective sheath that fits over the erect penis.
<b>Confidential</b>	Refers to information that is not shared without either your permission or your knowledge.
<b>Contaminated</b>	Has come in contact with disease-producing germs.



<b>Diagnose</b>	Identify or name the medical problem.
<b>Fidelity</b>	Being faithful to a marriage partner by having no other sexual partners.
<b>Gay</b>	Having sexual partners of the same sex only; homosexual.
<b>Genitals</b>	The sexual, or reproductive, organs.
<b>Hemophilia</b>	An inherited condition in which the blood does not clot properly.
<b>Heterosexual</b>	Having sexual partners from the opposite sex only.
<b>High-risk behavior</b>	Those behaviors that increase the chance of harm to one's body including the chance of being infected by the AIDS virus. High-risk behaviors include intravenous drug use and anal intercourse.
<b>Homosexual</b>	Having sexual partners of the same sex only; gay.
<b>Human immunodeficiency virus (HIV)</b>	The (germ) virus that causes AIDS.
<b>Illegal drug</b>	Drugs obtained and used in a way that is forbidden by law.
<b>Infection</b>	The result of being in contact with a disease-producing germ.
<b>Intercourse (sexual)</b>	Sexual joining of two individuals.
<b>Intravenous (IV)</b>	Into the vein.
<b>Immune</b>	Protected from disease.
<b>Immune system</b>	The system of the body that provides protection against disease-producing germs.

<b>Kaposi's sarcoma</b>	A rare form of cancer that persons with AIDS have more often than other people; one of the opportunistic diseases.
<b>Misconception</b>	A false idea or misunderstanding.
<b>Monogamous</b>	Having one sexual partner.
<b>Mutual</b>	Shared in common; having the same commitment.
<b>Myth</b>	An explanation not based on fact.
<b>Opportunistic infections</b>	Infections that take advantage of the body being unable to resist them.
<b><i>Pneumocystis carinii</i> pneumonia</b>	A lung infection that is more common in persons with AIDS than in other people; one of the opportunistic infections.
<b>Pneumonia</b>	An infection of the lungs that frequently causes illness or death for persons with AIDS.
<b>Rectum</b>	The last portion of the digestive system just above the anus.
<b>Risk</b>	The chance of damage; for example, the chance of being infected by the AIDS virus.
<b>Saliva</b>	The fluid produced in the mouth.
<b>Sarcoma</b>	A type of cancer.
<b>Semen</b>	A fluid from the male which leaves the body from the end of the penis; contains the sperm and carries the AIDS virus if the male is infected.
<b>Sexually transmitted disease (STD)</b>	Diseases that may be transferred to the sexual partner of an infected person.
<b>Syndrome</b>	A group of related problems or symptoms.

<b>Symptom</b>	A sign of a disease.
<b>Transfusion</b>	Transfer of the blood of one person to another person.
<b>Transmit</b>	To pass from one person to another.
<b>Unprotected sex</b>	Sexual activity that involves the exchange of semen, vaginal fluid, and/or blood. Sex without a condom.
<b>Uterus</b>	The muscular organ of the female in which a fertilized ovum (egg) is developed and protected; womb.
<b>Vagina</b>	The passageway from the external genital folds of the female to the uterus (womb).
<b>Vaginal intercourse</b>	Insertion of the erect penis into the vagina during sexual contact.
<b>Vaginal secretions</b>	Fluids produced by the female genitals that provide moistness and lubrication of the vagina.
<b>Virus</b>	The smallest of the microorganisms that cause disease.

# RESOURCES FOR INSTRUCTION ABOUT AIDS

## *Resources for Teachers, School Nurses, Parents, and Administrators*

NAME	COST	ORDERING INFORMATION
"AIDS Education: The Public Health Challenge." <i>Health Education Quarterly</i> , Winter 1986. Published by John Wiley & Sons.	\$25.95	John Wiley & Sons Inc. 1005 Third Ave. New York, NY 10158
<i>Surgeon General's Report on Acquired Immune Deficiency Syndrome (AIDS)</i> . October 1986. Published by U.S. Public Health Service.	\$3.00 for 10 copies	American Red Cross* (AIDS-25)
"AIDS: Deadly but Hard to Catch." November 1986. Published by <i>Consumer Reports</i> .	\$2.00	Consumer Reports P.O. Box 2485 Boulder, CO 80322
<i>Confronting AIDS: Directions for Public Health, Health Care, and Research</i> . 1986. Published by National Academy of Sciences.	\$24.95	National Academy of Sciences 2101 Constitution Ave. Washington, DC 20418
<i>AIDS and Children: Information for Teachers and School Officials</i> . October 1986. Published by American Red Cross and U.S. Public Health Service.	\$4.50 for 100 copies	American Red Cross* (AIDS-15)
<i>How to Talk to Your Children About AIDS</i> . 1986. Published by New York University.	Free for 2 copies	New York University SIECUS 32 Washington Place New York, NY 10003
<i>Coping with AIDS: Psychological and Social Considerations in Helping People with HTLV-III</i> . 1986. Published by U.S. Department of Health and Human Services and U.S. Public Health Service	Free	National Institute on Mental Health Rockville, MD 20857

## ***Resources for Teacher Preparation and Classroom Use***

<b>NAME</b>	<b>COST</b>	<b>ORDERING INFORMATION</b>
<i>AIDS, Sex and You.</i> October 1986. Published by American Red Cross and U.S. Public Health Service	\$4.50 for 100 copies	American Red Cross* (AIDS-19)
<i>Facts About AIDS and Drug Abuse.</i> October 1986. Published by American Red Cross and U.S. Public Health Service	\$4.50 for 100 copies	American Red Cross* (AIDS-12)
<i>Caring for the AIDS Patient at Home.</i> October 1986. Published by American Red Cross and U.S. Public Health Service	\$4.50 for 100 copies	American Red Cross* (AIDS-18)
<i>If Your Test for Antibody to the AIDS Virus Is Positive.</i> October 1986. Published by American Red Cross and U.S. Public Health Service	\$4.50 for 100 copies	American Red Cross* (AIDS-14)
<i>AIDS and the Safety of the Nation's Blood Supply.</i> January 1987. Published by American Red Cross and U.S. Public Health Service.	\$4.50 for 100 copies	American Red Cross* (AIDS-13)
<i>Making Responsible Choices About Sex.</i> (M18788). Published by Channing L. Bete Co., Inc.	.75	Channing L. Bete Co., Inc. 200 State Road South Deerfield, MA 01373
<i>Sexually Transmitted Diseases.</i> (M12211), 1987 edition. Published by Channing L. Bete Co., Inc.	.75	Channing L. Bete Co., Inc. 200 State Road South Deerfield, MA 01373

**\*Contact the Red Cross chapter in your community.**

**NAME****COST****ORDERING INFORMATION**

*What Everyone Should Know About AIDS.* (M14274), 1987 Edition. Published by Channing L. Bete Co., Inc. (In English and Spanish)

.75

Channing L. Bete Co., Inc.  
200 State Road  
South Deerfield, MA 01373

*Many Teens Are Saying "NO."* Published by U.S. Department of Health and Human Services

Free

U.S. Department of Health and Human Services  
(301) 770-3662

*Teens and AIDS: Playing It Safe.* 1987. Published by American Council of Life Insurance and Health Insurance Association of America

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